 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Jonathan Delorme **Lesson #:** 3 **Facet:** Apply  
**Grade Level:** 9-12 **Numbers of Days:** 3   
**Topic:** The Treaty of Versailles  
  
**PART I:**  
  
**Objectives**  
**Student will understand that**  
Critically analyzing the themes, turning points, consequences, and people of World War II can help better their understandings of the world.  
  
**Student will know**   
Many key terms such as Ottoman Empire, World War I, Woodrow Wilson, The Great Depression, The Treaty of Versailles, scuttle, and treaty.  
  
**Student will be able to**   
Decide the importance and the failures of the Treaty of Versailles and be able to apply that information to today's world through their group website.  
  
**Product:**  
Students will pool their efforts together to create a class website about The Treaty of Versailles using [wix.com](http://www.wix.com/" \t "_blank). They will learn to work together to create a final product that discusses the importance of The Treaty of Versailles, how it failed to maintain peace, and how it influenced World War II.  
  
  
**Maine Learning Results (MLR)**

**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Rationale:**   
Students will apply their knowledge they learn about The Treaty of Versailles to the eventual Second World War and to present times. They will do this through group activities, discussion, and the creating of a group website.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use the Handprint technique to find out what students have learned about The Treaty of Versailles before they leave the class on the first day. The Handprint technique is when students receive a piece of paper, trace their hand, and then write five things they learned about the subject on each finger. This will tell me which students grasped the main ideas and which students needs more time or instruction to process the information.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will be given a rubric that they will use to self-assess their work on the group website. Students will also receive a checklist where they will peer-assess each other to make sure everyone is pulling the weight equally on the class project. I will provide feedback using the same rubric and will also be grading the final product with that same rubric.  
  
**Summative (Assessment of Learning):**  
•Website: 20 points  
The class as a whole will create a website on wix.com about The Treaty of Versailles. This website will explain who was involved at The Treaty of Versailles, what the result of the treaty was, how it shaped the world, and how it set us up for WWII. Each student will be responsible for a small portion of the website. Students will be placed into 1 of 3 teams, Research, Writing, and Graphics. If a student is clearly not carrying their weight then I will have a 1-on-1 discussion with them. Together the students will compile the information and a grade will be given to each student based off of a rubric and a peer assessment checklist. The grade will be based off of how students worked together, the content they provided, and overall effort. A rubric will be used to assess the students. Students will also be given peer-assessment checklists and this will be considered when assigning grades for specific students.  
  
**Integration**  
**Technology:**   
Students will be using website creation software to create a compelling and informational website about The Treaty of Versailles. This will be a group effort, and will challenge the students to work together and navigate through online resources and tools. Students will have to research online and communicate online. Wix.com allows for a website to be connected to social media sites and for viewers to contact the creators via email.  
  
**Content Areas:**   
World History: Students will be studying the history of the Ottoman Empire, Germany, and American foreign policy.  
  
English: Students will need to write in complete sentences while writing the text on their website.

Website Design: Students will designing, formatting, and working with website creating software.   
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will make a Word Web about different vocabulary words from The Treaty of Versailles and the time period. These words can be ones they think are important or words that they wish to know the meaning of. Then the students will hide two of their words around the room. Students will then participate in a Scavenger Hunt and try and find the words that their classmates hid around the room**.** We will then write all of these words up on the whiteboard or up on a word document, depending on what technology is better suited at the time. Students will then be able to copy down their class vocabulary list from the whiteboard or from the word document.  
  
**Section II – Groups and Roles for Product**  
Due to the nature of the class website student roles will be very important. Each student will have to have a specific job that they are responsible for, but I will leave this to the students to decide. They may want every student to have a specific task within their different teams. I want the students to figure out the problems, for the most part, by themselves. I will be there for assistance but I am looking for group collaboration. Students will have to do their blog postings by themselves however. The teams will be predetermined by myself and there will be three of them: a Research Team, a Writing Team, and a Graphics Team. All will contribute to the final layout of the website and all will need to contribute complete citations to the final product.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will be able to listen to the video, talk about the importance of The Treaty of Versailles with each other, and write about the material in the class website.  
**Logical:** Students will have to be logical while they fill out their Word Web about The Treaty of Versailles and while deciding who gets what job concerning the class website.  
**Visual:** The videos at the beginning are great visuals to describe the impact that the Versailles Treaty had on the post-WWI world and how it eventually led to WWII.  
**Kinesthetic:** Students will be participating in a Scavenger Hunt where they will have to hide information learned from today's lesson around the room for other students to find.  
**Interpersonal:** Students will have to discuss the Treaty of Versailles as they create the class website and work together.  
**Intrapersonal:** Students will be able to think about the important words and aspects of The Treaty of Versailles alone when they fill out their Word Web.  
  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
Students who miss the first day will miss a lot of the information. They will be able to come to me and we can set up a plan for getting the notes and assignments they missed. They will also be able to ask friends for their notes. They will still be able to help out with the class website and will be expecting to contribute. If students miss out on the classes that are work periods then either they can try to put in some time after school, talk to their classmates, or choose to completely not count this assignment in their final grade.  
  
**Extensions**  
  
**Type II technology:**  
The use of a website building tool is a great example of Type II technology. Students are not only learning about the content, but are manipulating, researching, and creating the content. Having the students build their own website together stresses collaboration, cooperation, and learning.  
  
**Gifted Students:**  
Each student can potentially offer whatever they desire to the website. If a student needs to be challenged they can be given a subject to explore more on. Like, how did the German economy rebuild themselves so fast, how did the European maps change over time, or what did some pictures from this time period look like? They can develop their own page inside the website if they feel like it.  
  
**Materials, Resources and Technology**  
Laptop  
Projector  
Pens/Pencils  
Paper  
Videos loaded on YouTube  
Word Web photocopies  
Rubrics  
Checklists  
  
**Source for Lesson Plan and Research**  
  
[http://www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/" \t "_blank) - The Word Web graphic organizer  
  
[http://www.wix.com/](http://www.wix.com/" \t "_blank) - A website building tool  
  
[http://en.wikipedia.org/wiki/Treaty\_of\_Versailles](http://en.wikipedia.org/wiki/Treaty_of_Versailles" \t "_blank) - Wikipedia website about The Treaty of Versailles. Has a wealth of pictures and it's bibliography can be used to help start researching.  
  
[http://www.firstworldwar.com/source/versailles.htm](http://www.firstworldwar.com/source/versailles.htm" \t "_blank) - A digitized version of the complete Treaty of Versailles.  
  
[http://www.youtube.com/watch?v=Le89WkxGTmU](http://www.youtube.com/watch?v=Le89WkxGTmU" \t "_blank) - Video explaining how the diplomats from The Treaty of Versailles were not very good. (About 1 minute)  
  
[http://www.youtube.com/watch?v=J31vkB4IdS0](http://www.youtube.com/watch?v=J31vkB4IdS0" \t "_blank) - Great video explaining territorial loses and other details of the treaty. (About 2 minutes)  
  
[http://www.theottomans.org/english/index.asp](http://www.theottomans.org/english/index.asp" \t "_blank) - Website about the Ottoman Empire  
  
[http://www.youtube.com/watch?v=T4Qx\_1cJZXo](http://www.youtube.com/watch?v=T4Qx_1cJZXo" \t "_blank) - Video about the secret alliances of World War I which helped start the war.  
  
[http://dictionary.reference.com/](http://dictionary.reference.com/" \t "_blank) - Dictionary.com, a site to define terms such as scuttle and treaty.  
  
[http://www.whitehouse.gov/about/presidents/woodrowwilson](http://www.whitehouse.gov/about/presidents/woodrowwilson" \t "_blank) - Site about President Woodrow Wilson, among all of the other Presidents  
  
[http://www.firstworldwar.com/](http://www.firstworldwar.com/" \t "_blank) - World War I site  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)  
  
**Agenda**  
  
**Day 1 - 80 Minutes**  
Hook - 10 Minutes  
- Show them a video about the secret alliances that helped start World War I  
  
Introducing background information of World War I and The Treaty of Versailles - 50 minutes  
- Students will have their Word Webs out writing down key terms or important words  
- Students will be taking notes  
- Pictures of the time period will be shown along side the lecture

Introduce Homework Assignment – 10 minutes

- Students will have to make a blog posting about what they would have done to Germany if they were the diplomats at the Treaty of Versailles.

Handprint Activity - 10 Minutes  
- I will be able to check for understanding and students will be able to show what they have learned today  
  
**Day 2 - 80 Minutes**  
Hook - 5 minutes  
- Video about the territorial loses of Germany and other details of the treaty.  
  
Word Web - 5 minutes  
- Students will get out their Word Webs and choose two words  
  
Scavenger Hunt Activity - 40 minutes  
- Students will hide their two words around the room while trying to be secretive  
- Students will look around the room for the words  
- Once they are all captured we will make a big list with the whole class  
- We will define each word  
- Students will write down each word and it's definition either in a personal word document or a piece of paper  
  
Introduce Class Website project - 15 Minutes  
- Go over rubric  
- Go over wix.com  
  
Brainstorming and Planning - 15 Minutes  
- Students can plan how they will divvy up their work  
- Formation of teams  
- Research and work period rest of class  
  
**Day 3 - 80 Minutes**

**Hook – 5 minutes**

**- Video about how diplomats who were at the Treaty of Versailles did not have the best intentions**

Work Period - 65 minutes  
  
Self and Peer Assessment – 10 minutes  
- Students will use the rubric to assess their group effort.  
- Students will individually fill out a checklist to assess the work of their peers  
  
Desks will be set up into groups for this lesson. Students will understand that critically analyzing the themes, turning points, consequences, and people of World War II can help better their understandings of the world. It is important to know that we can better our society today if we learn from the failures of our past. Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World. Students will be shown 3 videos, which are all great overviews of The Treaty of Versailles and are rather comical. We will then talk about these videos and what they mean to the lesson.  
**Where, Why, What**, **Hook, Tailor:** visual, interpersonal, intrapersonal, musical.  
  
Students will need to know many key terms such as Ottoman Empire, World War I, Woodrow Wilson, The Great Depression, The Treaty of Versailles, scuttle, and treaty **(See Content Notes).** Students will complete a Word Web where they can write these key terms or any other vocabulary word they find interesting or want to define. These words will be the words students can use in the Scavenger Hunt activity. By the end of the Scavenger Hunt activity we will have a nice list of all of the student's words and this will become our vocabulary sheet for the lesson. I will check for understanding by using the Handprint technique. Students will trace their hand and write five things they learned that day from the lesson. If they students cannot fill out more than 3 I will know to talk to them or give more instruction the next day.  
**Equip, Explore, Rethink, Tailors: interpersonal:** verbal, logical, kinesthetic, interpersonal, intrapersonal.  
  
Students will decide the importance and the failures of the Treaty of Versailles and be able to apply that information to today's world through their group website. They will be using wix.com to create this website and all will have a chance to contribute to the final product. Students will be able to decide The Treaty Versailles' impact on the world today, along with how to work as a team. Groups and roles will be left up to the students to choose.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** verbal, logical, interpersonal, intrapersonal.  
  
Students will self-assess their work on the website using the class rubric along with providing feedback to each other using the class checklist. I will provide feedback by using the same rubric. I will provide feedback throughout the lesson because I will be helping them create the website. This lesson directly connects to The Great Depression lesson (2) and Lesson 4, which is all about how the United States became involved in World War II. Also, their blogs introduced in Lesson 1 are still being used.  
**Evaluate, Tailors:** interpersonal, verbal, logical, intrapersonal.  
  
  
**Content Notes**   
  
For the first day students will come in and make sure their online books of The Great Depression are completed and turned in. Then I will show my hook video and we will get into the information about The Treaty of Versailles. Students will take notes and I will have pictures up while I talk. The last few minutes of class students will complete a Handprint activity so that I can check their understanding before they leave. The next day we will go over our Word Webs and start the Scavenger Hunt activity. We will then create a vocabulary list from the student words and define each one. I will then introduce the class website assignment and wix.com. Students will be able to work the rest of the period. On the third day students will have most of the time to work on their class project. The last 10 minutes will be reserved for students to self and peer assess their work so far. The website will be due by the beginning of the next day.  
  
[Ottoman Empire](http://www.theottomans.org/english/index.asp" \t "_blank)  
The Ottoman Empire has a long history stretching back to the 13th century, but was officially broken apart after the end of WWI in 1923. The Ottoman Empires traditional enemy was Russia, which pushed them to make alliances with Germany. On August 2, 1914 the leader of the Ottoman Empire made a secret alliance with Germany, thus setting the stage for eventual war with most of Europe and other countries around the world. The Ottoman Empire's history is long, their family large, and culture deep, but we will not be concerned too much with them. It is just enough to know they were an old empire located in Eastern and Southern Europe and owned much of the territory before WWI. The Treaty of Versailles made them hand over Syria, Palestine, Arabia, and Mesopotamia and reduced the empire to just Turkey.  
  
[World War I](http://www.firstworldwar.com/" \t "_blank)  
The globe's First World War mostly started due to nationalism and secret alliances. WWI was the bloodiest war to date because of the influx of new technology like poisonous gas, flamethrowers, and machine guns. The war that had no real cause left many soldiers dead and many countries wondering why? Unlike WWII, which had a definitive reason to go to war and had no question of who started it, WWI left many returning veterans of the war traumatized and lost. To couple this feeling of desolation, society decided to revolutionize and progress during the 1920's. World War I was bloody and left unfinished business for an even bigger war just two decades later.  
  
[Woodrow Wilson](http://www.whitehouse.gov/about/presidents/woodrowwilson" \t "_blank)  
Woodrow Wilson was part of the movement, such as Teddy Roosevelt, that regarded the Presidency as a job for the people rather than among the people. Meaning, Wilson often looked to the general interests of the population rather than specific party lines. Wilson tried hard to keep the United States out of World War I but ultimately was forced to enter the war in 1917 on the side of France, Great Britain, Russia, and Italy. Wilson justified entering the war by calling WWI a crusade to make the world "safe for democracy." Wilson is also famous for his 14 Points, which he drafted for the peace treaty discussions that took place after WWI was won. Wilson's 14 Points were created to sustain peace in the world. The plan suggested self-determination of the Balkan states and Austria-Hungary. Most notably Wilson suggested no secret alliances and the creation of a League of Nations. Ultimately, Wilson's 14 Points were picked apart and not used by the diplomats who worked up The Treaty of Versailles. A League of Nations was created but the United States did not join due to disagreements back home about isolationism. Therefore, the League of Nations had no real power behind it and could not stop the next war before it was a big deal.  
  
**[The Great Depression](http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/" \t "_blank):** The Great Depression started with the crash of the American stock market on October 24, 1929. Overnight the country plummeted into a financial crisis and many lost their investments. From 1929 to the time we entered WWII the United States was in a relatively encompassing Depression that effected many citizens. The Great Depression started under Hebert Hoover's presidency. Hoover was then replaced by Franklin Delano Roosevelt in 1932 and he initiated the New Deal. This was a series of social service programs that helped people get back to work, or in some cases paid farmers not to farm. FDR also conducted Fireside Chats, which were radio broadcasts that were addressed directly to the public and explained the things the government was trying to do for the country. The United States did not fully overcome The Great Depression until after WWII, but the War greatly helped increase the income flowing through the country, along with national pride.  
  
**[The Treaty of Versailles](http://www.firstworldwar.com/source/versailles.htm" \t "_blank):** The Treaty of Versailles was signed on June 28th, 1919 after the first World War. The treaty was largely made to reprimand the Germans for participating in WWI. This treaty was the same time when Woodrow Wilson submitted his Fourteen Points, which were mostly ignored by the European countries that were angry at the Germans. It is not proven, but the harsh treatment of the Germans in 1919 and the 20's may have led to the Nazi revolution and the rise of the Third Reich which initiated WWII. The Treaty of Versailles required Germany to give over around 13.5% of its territory, reduce their army significantly, pay war reparations, and other costly clauses to the German economy.  
  
[Scuttle](http://dictionary.reference.com/browse/scuttle?s=t" \t "_blank)  
To sink a vessel deliberately by opening seacocks or making openings in the bottom of the ship.  
  
[Treaty](http://dictionary.reference.com/browse/treaty?s=t" \t "_blank)  
A formal agreement between two or more states in reference to peace, alliance, commerce, or other international relations.  
  
  
**Handouts**  
Word Webs  
Rubrics  
Checklists

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
**Learning Styles**  
  
**Clipboard:**  
Students will have the chance to have a lot of the information laid out for them when we do the Word Web and Scavenger Hunt activity. They will receive a vocabulary list made by the class and will take notes during the lecture.  
  
**Microscope:**  
Students will be able to think deeply while filling out their own Word Webs. They will also have to spend some time deciding what content they want to cover when they create their own website about The Treaty of Versailles.  
  
**Puppy:**  
This lesson will require a lot of cooperation and planning. The classroom environment must be comforting and efficient if the students are to achieve the best product that they can.  
  
**Beach Ball:**  
Students will be moving around the classroom searching for vocabulary words pertaining to the lesson. They will be doing many different activities and will have to communicate with a lot of different classmates.  
  
**Rationale:**   
This lesson forces students to work together to complete a common goal. This will require some deep thinking, a comforting work environment, classroom order, and flexibility. This lesson will show the students how real life often operates. You are given a task and you have x number of days to accomplish it. The students will have to work together in order to do their best work.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
I will use the Handprint technique to see how students how doing after the first day of the lesson. I will also be keeping an eye on students when they are working. I will provide tips and will probably be helping out regardless. Students will self-assess and peer-assess using a rubric and checklist, respectively. I will also provide timely feedback using the same rubric.  
  
**Summative:**  
The class website will be graded using the rubric given to the students when I introduced the assignment. Every student will receive the same grade except for the students who obviously did not contribute to the final product. I will be observing these students during the lesson and the checklists that the students fill out will tell me who did not pull their own weight.  
  
**Rationale:**  
The website will allow the students to apply their knowledge of The Treaty of Versailles to the real life. Having the students create a class website will result in a physical manifestation of their learning. Students will also be learning other valuable lessons, such has how to divvy up work and how to collaborate with colleagues to finish a product.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
(See Content Notes)  
  
**MLR:**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns  
**Grade Level Span:** Grade 9-Diploma "World War II and Postwar United States 1939-1961"  
**Statement**: Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
  
**Facet:**  
Students will be able to decide The Treaty Versailles' impact on the world today.  
  
***Rational:***  
It is important to know that we can better our society today if we learn from the failures of our past. The heart of this lesson will teach the students about how mistakes from our past can create bigger mistakes if we do not deal with them properly. Students will learn this material through multiple different activities and will have to work together to create a final product.  
  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** Students will be able to listen to the video, talk about the importance of The Treaty of Versailles with each other, and write about the material in the class website.  
**Logical:** Students will have to be logical while they fill out their Word Web about The Treaty of Versailles.  
**Visual:** The video at the beginning is a great visual to describe the impact that the Versailles Treaty had on the post-WWI world and how it eventually led to WWI.  
**Kinesthetic:** Students will be participating in a Scavenger Hunt where they will have to hide information learned from today's lesson around the room for other students to find.  
**Interpersonal:** Students will have to discuss the Treaty of Versailles as they create the class website.  
**Intrapersonal:** Students will be able to think about the important words and aspects of The Treaty of Versailles alone when they fill out their Word Web.  
  
**Type II Technology:**  
Wix.com  
  
**Rationale:**   
This lesson will be a big challenge for students for many different reasons. But, the inclusion of Type II technology and the multiple intelligences will make this an engaging and informative lesson which will motivate students to do their best.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
Students must be creative when building their own website. They will have to make decisions that they usually do not have to make, which will be good for them. I will be there to guide the students along the path and will be checking for understanding as well as providing assistance when needed. The website the students create can be viewed by anyone and will be a great digital artifact for all involved.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:**  
Students will really become familiar with the material as they are creating their own website. The will have a lot of control over what their website will look like and what it will focus on. Thus, they will have plenty of time exploring the content as well as the online tool. They will be developing, customizing, and personalizing their own website. The use of the Type II technology makes this product task more enriched and fun. Multiple forms of formative will be provided and summative assessment will be both fair and just.